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ABSTRACT

The document is a guide for extension workers, to aid them in identifying and training local volunteer leaders, thereby adding a broader dimension to the extension worker's efforts and enabling him to increase by many times the number of families he is able to reach. Leadership is defined, the importance of leaders explained, and methods for finding leaders described. The types of help leaders can give are outlined, and a "leadership ladder" illustrates the growth of a self-confident leader as his responsibilities increase. The importance of recognizing leaders and ways of expressing appreciation for their efforts are treated; patterns of village leadership are discussed; and the satisfactions for the extension worker who develops volunteer leaders are enumerated. The document concludes with a sample "leader's guide" for giving a demonstration on testing seed for germination. (AJ)

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HELPING HANDS

Giving Volunteer Leaders A Place in The Extension Program

Extension Service,
U.S. Department of Agriculture,
in Cooperation with
Agency for International Development,
U.S. Department of State

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Cover photo: Here a new leader receives instructions on how to do a demonstration he will later show to farmers.

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HELPING HANDS

Giving Volunteer Leaders A Place in The Extension Program

WHO IS A LEADER?

WHY ARE VOLUNTEER LEADERS IMPORTANT?

HOW TO FIND LEADERS

- Leaders Are Selected for Specific Jobs
- What Kinds of Help Can Leaders Give?
- Leaders Grow
- A Leadership Ladder

TRAINING LEADERS

- Recognize and Thank Leaders
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WHAT DOES THE EXTENSION AGENT DO IF LEADERS ARE TEACHING?

- What Do You Get Out of It?

LEADER'S GUIDE FOR DEMONSTRATION ON TESTING SEED FOR GERMINATION

WHO IS A LEADER?

Anyone in the village or community may possibly be a leader. A person is a leader when his ideas or actions influence others, or when he helps the people of the village get what they want. In every village there are already people with some knowledge and experience. When other people in the group benefit from these attributes, the people who have them are put in a leadership position.

These are all leaders:

1. The chief or head man of the village
2. The head of the religious group
3. The teacher of the school
4. The person who helps a youth club
5. The farmer who tries a new variety of a crop and others ask him about it
6. The woman who grows better tomatoes than her neighbors and shares the knowledge with them.
7. The young mother who invites other mothers to her home to see a demonstration on how to better feed their babies
8. The farmer who calls a meeting to order
9. The woman who tells others about a meeting
10. The young man who helps the agricultural officer demonstrate seed treatment.

Many others serve as leaders in a great variety of ways, both large and small.

These leaders fall into two groups. The first consists of the designated or formal leaders, such as the chief, the religious leader, the Extension worker, and the teacher.

The second group is made up of those who are leaders because of what people expect of them. In this group are many who do not consider themselves leaders. These are often called volunteer leaders, unpaid leaders, or informal leaders.

WHY ARE VOLUNTEER LEADERS IMPORTANT?

Volunteer leaders are important for two reasons. One is that leadership and experience help an individual grow and develop self-confidence. The second is that an educational program, such as Extension conducts, needs local people who are willing to give time and effort to plan and carry out a program. A professional paid Extension worker cannot reach all the people needing assistance without help from the local villagers.

Most people like to help others by sharing their knowledge and skills. They often use leadership skills they learn in an Extension program to help in other programs.

With the help of leaders, an Extension worker can reach more people. In many countries, an Extension worker has 1,000 families to serve. With the use of trained and supervised volunteer leaders, an agent can come much nearer to meeting their needs. For example, in a half a day the agent may teach the members of one youth club or train leaders who in turn may teach the members of 10 or 12 clubs. Thus, in place of helping the boys and girls in one club, the Extension worker has helped boys and girls in 10 to 12 clubs.

Including volunteer leaders from the community gives a program a greater chance of success. It is their program and they will work to have it succeed. Leaders help keep a program realistic and related to needs. They not only channel information to the people, but also relay the people's reactions back to the professional worker. People trust local leaders and may work with them more readily than they will with you, the professional leader.

HOW TO FIND LEADERS

1. *You must believe in leaders.* To find leaders, you must believe that people can be leaders. Sometimes an Extension agent will say, "There are no leaders in my area," and, of course, he has no leaders helping with the program. He is looking for people who are called leaders, or who stand out from other people in the village. One rarely finds such people. Usually one finds potential leaders and helps them develop. In one country the State supervisor said that she played a game of hunting leaders each time she visited a village. Without fail, as she was leaving a village, she would say about some woman, "There is a leader." She could see the small signs that indicated a woman might be a leader. This

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One of the first steps in leadership development may be to get a potential leader to help you give a demonstration. Here a 4-H member and adult leader help a Kenyan agricultural officer show how to plant potatoes.

supervisor looked for women who had done something a little better than others in the village. They seemed willing to share their knowledge or skills with others.

An agricultural officer in one country says he looks for the farmer who tries a new idea out, such as planting a new variety of seed, or building a fence of thorn bushes around the garden. He also finds leaders who ask for more information about new agricultural practices they have heard described over the radio.

Another Extension worker has pointed out the need to be alert and aware of the shy person. They often show interest in what's happening, but may not have done anything outstanding. Often these potential leaders are lost because they were not encouraged.

2. *Look for Leadership Traits.* Always be on the lookout for potential leaders. Observe where their particular skills are. See if they appear well liked by the people. You will find some who might help with the youth program and others who might be good garden leaders to teach how to plant, weed, or harvest vegetables. Others may organize a farmers' club. Still others may announce meetings or get people interested in a program.

Do not expect every potential leader to fit into every leadership job. Different people will emerge for different jobs.

You may not find obvious enthusiasm or willing volunteers. You may have to look for less obvious evidence. Interest, friendliness, or willingness to work, or hearing a person's name used often by neighbors may be your key to a potential leader.

If you are to find leaders, you must believe that village people can become leaders, and you must want the help of leaders to share with you in teaching the people. If you don't believe that leaders can be found and that you want their help, you will never find them. The agent referred to at the beginning of this section, who had no leaders, probably did not really want any.

Leaders Are Selected for Specific Jobs

Leaders can't be "leaders" in name only. They must be leaders of something. Since leadership means having responsibilities, a leader must be depended upon for a certain specific job. A group will choose the person they think would be best for the particular kind of leadership responsibilities.

For example, the members of a club generally elect the person they think is best suited to be president of the club. The members of a committee often select the person who is to serve as chairman. A group of women may select one member they think would do the best job as a clothing leader. The farmers' club may select a member to be a rice demonstration leader. Before this selection is made, the job the leader will perform should be carefully described to the group, so they can select wisely.

A second way to select leaders is to appoint them. You, or another official, may appoint or ask a person to be a leader for a specific job. This is usually not as effective as having the group select the leader to represent them. However, leaders so selected often like it because it demonstrates your faith in them.

A third way is to let people volunteer. If the best person is too shy to volunteer, you may need to give encouragement, like "I would be grateful for your assistance." All of these ways are good. It is probably wise to vary your approach.

What Kinds of Help Can Leaders Give?

There are many ways leaders can help you and the program. Ask them for special kinds of help and give them specific jobs to do. The following are examples of the help leaders can give:

1. Notify others of meetings.
2. Bring people to meetings.
3. Arrange for and find meeting places.
4. Help identify problems in the village and decide the best ways to solve these problems.
5. Give simple demonstrations.
6. Conduct meetings.
7. Lead youth groups and various individual projects.
8. Interest others in becoming leaders.
9. Teach neighbors skills.
10. Share information with neighbors.
11. Serve as officer in an organization or chairman of a committee.

Different kinds of leadership ability are needed to carry out the different jobs outlined above.

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Some people have one kind and some another.

The different types are:

1. Special know-how leadership – having some special skill, know-how, or interest.

2. Teaching leadership – having ability to share or teach others what they themselves know or learn.

3. Organizational leadership – having ability to lead and guide an organized group.

4. Opinion, advisory, and influence leadership – having the respect of others so their opinion, advice, and approval is wanted on important matters.

People and leadership jobs differ, so there is a greater possibility of finding someone for each leadership job.

Leaders Grow

Leaders grow in many ways as they are trained and given chances to help with your program. They grow or develop in understanding, and in the things they can do. They also become more skilled in working with

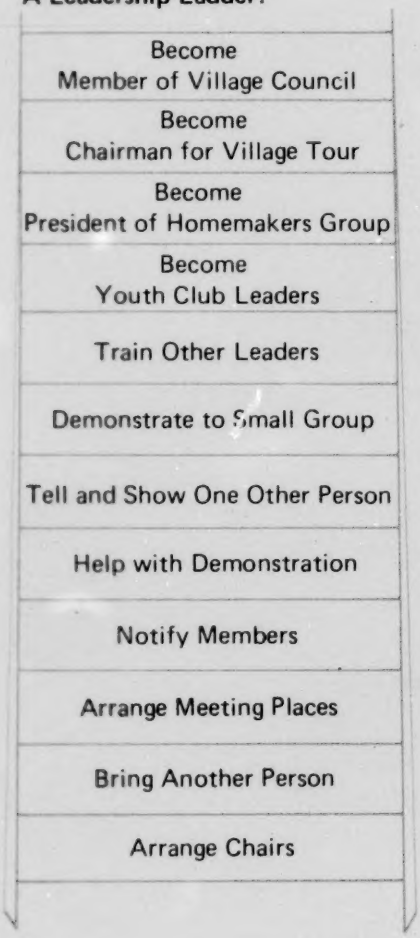
A leader of a youth club calls on members to help them with their projects. This encourages members such as this boy to work hard to have a successful project.

people. With the development of confidence, they usually accept more leadership responsibilities, and are better at motivating others to become leaders.

Your big job is to get people started in leadership activities – to get them to accept their first assignment.

The ladder below shows how a person may start accepting small simple responsibilities, and move up to larger and more responsible jobs until he becomes a leader of his group or member of the village council.

A Leadership Ladder:



The first thing a new leader does must be simple enough to be a success. A little success goes a long way toward bringing more success. Leadership is growth. It is gradual and continuous. It develops step-by-step. The important thing is to involve people in small ways that start them up the ladder to greater participation and leadership.

The success of the leader depends largely on the Extension worker. With the very first job give instructions clearly, so that the leaders understand exactly what you expect of them. If you ask a new leader to arrange benches under a tree for people to sit on, tell him and show him exactly how you want them. Nothing discourages a leader more quickly than to be asked to arrange the benches and then have you rearrange them because they aren't right. So, it is with each step. Be clear in your directions. Make sure the leader understands, and do not give him too many details in relation to his first task. He may become confused and will not want to assume responsibility. You can insure success for the leader and give him a feeling of satisfaction in his accomplishments by giving him careful training.

TRAINING LEADERS

A leader cannot do what he or she does not know how to do. It is a mistake to expect leaders to do something without preparing or training them for it. In fairness to them, you should prepare them for even the simplest job they agree to do, such as getting a room ready for a meeting. They need to be shown and told how the chairs and tables should be arranged, the room cleaned, etc. Basically, training of leaders consists of giving a clear explanation of what is expected, followed by simple and complete instructions of how to do each duty.

Leader training is continuous and will cover different things depending on each leader's needs. Training for specific jobs should include:

1. Subject matter on what to teach – for example, how to grow tomatoes, treat seed, or feed a baby.
2. How to teach – how to give a demonstration, make and use visuals, lead a discussion, make a home visit, preside at meetings, or appear before groups.
3. How to explain to people what Extension and other village programs are.
4. How to involve leaders in planning and helping with leader training meetings.
5. Guides prepared for them to use in teaching (see example page 14.)

All these ways are needed. Work out a training plan to prepare every leader for his or her job. Let leaders help plan their training.

Training in leadership development is far more than just how to do a job or how to be good at something. Training should include discussion of:

1. The characteristics of a good leader

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A first step in leadership development may be to get a woman to assist in giving a demonstration. Here a rural woman in Brazil gives part of a washing demonstration.

2. The meaning of "responsibility" for the leader.

3. How a leader works with people.

4. How a leader interests people in trying new methods and ideas.

5. How a leader overcomes resistance to new ideas and programs.

6. The characteristics of a good program.

Good training avoids difficulties. Local leaders may misinform others, if they themselves lack knowledge. If they do not understand the value of sharing, they may want to do all the work themselves. Other people in the village may become jealous if you do not teach leaders how to work with them without becoming overbearing. Giving many people the opportunity to work as leaders can help overcome jealousy and the feeling that you have favorites. Make it easy for the leader to learn. Make it easy for leaders to lead by giving them good training.

Many village workers use community or Extension advisory councils. Organizing various leaders into an advisory council is an excellent way for them to learn to work together and to develop leadership. Such a group can help develop and carry out a program in the village. An advisory council will give you many training opportunities. Through training, you can help leaders improve the way they think about the village and its problems.

Recognize and Thank Leaders

The only pay a leader receives is satisfaction – a feeling of special accomplishment. Leaders must feel their work is appreciated. We all like recognition, and good leaders need to be given some special attention. Encouragement, praise, and a heartfelt "thank you" are good ways to recognize leaders. This can come, not only from you, but also from one of the village officials at a public meeting.

Special attention and training can be given by taking leaders on tours or visits to other villages, government experiment stations, public health centers, libraries, schools, or to the capital to meet national officials. If the village has a newspaper or a board where news items are posted, you might publicize some special work a leader has done. Tell public officials about their work. Give them a chance to meet interesting visitors who come to the village. A small gift to leaders can show appreciation for their services. Or present a ribbon, or a certificate signed by the Extension Director or Minister of Agriculture.

Make leaders feel they have an important part in planning and carrying out a program in the village. This is one of the finest kinds of recognition you can give them. Ask often for their advice. Treat each leader as an important person by remembering the small thoughtful things that make a person feel he is appreciated. You can write a personal letter at the end of the season to all leaders to thank them for their assistance and congratulate them on the good results it has brought. Always give leaders the credit for what they do.

Village Leadership Patterns

As you become accustomed to working with leaders, you will have more of them. The leadership picture of a village might look like this after you have worked with it for some months:

1. Chief of village, the general adviser.

2. Agricultural council – elected president and five farmers with the village chief exofficio.

3. Homemaking council – elected president and five women.

4. Youth council – elected president, five youths, and five adults.

5. Four presidents of four farmers' clubs.

6. Twelve leaders of six youth clubs.

7. Secretaries of six youth clubs.

8. Fifteen project or subject-matter leaders of five women's clubs.

When you have this many leaders the villagers will see you as a trainer of leaders. They will know you as one who helps them do the things they want to do. This is not presented as an ideal or a pattern, but simply one possibility among many. As a program expands, there will be more and more leaders. This is as it should be. You don't want to use the same leaders over and over.

One way to recognize leaders is to have Ministry officials mention their names at a public meeting.

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WHAT DOES THE EXTENSION AGENT DO IF LEADERS DO THE TEACHING?

Without leaders, you must do each task yourself. You teach every lesson to the youth groups, farmers' clubs or women's groups. You make all the arrangements for each meeting. You advertise your meetings. You encourage people to attend, etc. Consequently, you are limited in the size and scope of your program to what you alone can do. By using leaders, you can greatly expand your accomplishments.

Let's suppose you decide to start using leaders and want to begin having leaders teach youth club members. This is a job you have been doing, and you've en-

Training leaders in a group.

joyed it. If you train leaders to do it, what are you going to do? This question will occur to you, so let's consider it. First, you train leaders to do a specific demonstration. Train them so carefully that they will give the demonstration well and feel good about it. At the same time you will explain to the club members that a leader is going to give a demonstration. On the day of the club meeting you will attend as usual, but will let the leader set up the materials for the demonstration without your supervision or guidance. You will introduce the leader and explain what he or she will be doing. Then you will go to the back of the group and observe, if the leader wishes you to remain. Leave if they prefer to demonstrate without your presence.

It is a good idea to train two leaders for each demonstration. They can help each other, or if one is unable to come on the day of the meeting, the other can still demonstrate. Before the next club meeting, you will train the leaders for another activity. At this training meeting you can review the last meeting and answer questions leaders have about it. Again prepare the club for the leader's participation, and again let them to do it without your obvious supervision. Slowly and carefully shift the club program more to the leaders. Soon you will be able to tell the club members that you will only come every other meeting, or whatever you think is suitable.

While this club meets you can begin organizing a second club in the village. Try to find two adult leaders who will meet with this club from the first, so that you only attend some of the meetings. Soon you can begin to train four leaders at a time, instead of two. Move on to the third youth club and the fourth, and so on. At the same time, you will be enlarging your adult program through leaders and will be spending more time on leader training and less on direct teaching. This shifts your role to that of a trainer.

In the beginning, as you enlist leaders to help with a teaching job, you will spend more time helping the leaders than you would spend doing the job yourself. You will have to train the leaders, remind them of the meeting, encourage them to do the job, follow up after the meeting, publicize their work, and see that they have recognition. As they slowly assume responsibility, you will begin to see an expanded program reaching more and more people, and feel the support a loyal leadership will give you.

What Do You Get Out of It?

1. Your satisfaction will come through seeing leaders do well on each job they undertake, rather than from the appreciation expressed by individuals who learn a new skill directly from you.

2. You will help more families improve their agricultural production and family living. If volunteer leaders are not included in your program, the number of people helped each year is limited to those you can reach personally. With leaders you will be recognized throughout your area as a professional leader with large and important programs. Instead of 200 families, you may be reaching 1,000.

3. You will deal personally with the leaders in each community. This is a great satisfaction because they usually accept new ideas more quickly than the average person.

4. You help people develop and achieve their potential in leadership. They will express their appreciation for this in many ways. Developing people is a most important element in an Extension worker's job.

5. You become a trainer of leaders, not just a teacher of people. You continue to teach people as you always have, but you add this broader dimension to your efforts.

LEADERS GUIDE FOR DEMONSTRATION ON TESTING SEED FOR GERMINATION

Preparation Ahead of Time

1. Notify people of the day, time, and place where meeting and demonstration will take place.

2. Learn all you can about the community problems and needs as they relate to seed:

a. How the people of the village care for their seed from harvest to planting

b. Problems farmers have had in planting seed that did not grow well

c. The extent to which farmers are already testing their seed for germination, and meth-

ods and techniques used.

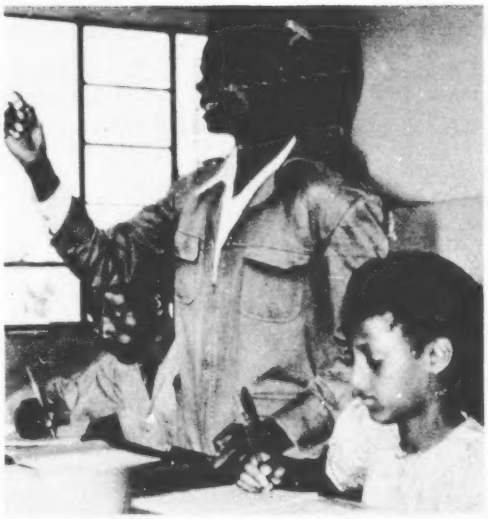
3. About 7-10 days before the meeting prepare a roll of cloth with germinating seed (see directions following), so that the seed will be ready for the date of the meeting.

4. Practice your demonstration prior to the meeting.

Preparation — Day of the Meeting

1. Assemble materials you will need for the demonstration and take them to the meeting place (piece of cloth, seed, bucket of water, string).

2. Prepare the meeting place. Set up chairs and demonstrator's table. Check lighting and ventilation.



Being president of a youth club is being a leader.

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Training leaders.

Conduct of Meeting and Demonstration

1. Opening the meeting:
   a. Welcome the people
   b. Explain your job as leader
   c. Explain where your information comes from.
2. Discuss the importance of testing seed for germination. Ask questions and get people to discuss:
   a. Losses resulting from planting poor seed (poor stand and low yield)
   b. Experiences encountered with poor seed and how they could have been avoided
   c. Inability of determining germination by just looking at the seed.
3. Conduct the demonstration:

a. Wet the cloth in water	To insure seed has moisture and help hold seed in place.
b. Spread cloth on table	
c. Place 100 seeds on cloth in 10 rows of 10 each. Seeds should be about an inch apart. At least 12 inches extra cloth needed below the seed.	Keep 2 inches away from borders of cloth to prevent seed falling out.
d. Roll the cloth into a loose roll starting from opposite end from the excess cloth.	Cloth should be loosely rolled to allow space for the seed to germinate.
e. Tie the roll loosely at both ends.	To keep seed from falling out and to help hold the moisture inside.
f. Dip the roll in water and keep in warm place for 7 to 10 days.	Always keep it wet, dipping it in water twice a day.
g. After 7 to 10 days open the roll and count the number of seeds germinated.	If germination is over 90 percent, the seed is good. If is 50 percent to 90 percent, it is usable, but seeding rate should be increased. If below 50 percent, it should not be used as seed.

4. Summarize the main points again; answer questions. Discuss with the group how to apply the information taught in the demonstration, and how to care for seed to maintain high germination.
5. Plan for followup.

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